DOCUMENT RESUME

ED 175 717 SE 028 755

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TITLE My Very Own Contract About the Energy Crisis.
INSTITUTION Mississippi State Univ., State College. Cooperative Extension Service.
SPONS AGENCY Department of Energy, Washington, D.C.
REPORT NO MEEC-38
PUB DATE 78
GRANT DOE-EU-78-G-05-5873
NOTE 14p.: For related documents, see SE 028 747-757: Contains occasional light and broken type
AVAILABLE FROM Mississippi Energy Extension Center, P.O. Box 5406, Mississippi State, MS 39762 (no price quoted)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Energy; *Energy Conservation; Interdisciplinary Approach; Junior High Schools; *Language Arts; *Science Education; Secondary Education; *Social Studies
IDENTIFIERS *Energy Education; Mississippi

ABSTRACT

This collection of lessons and class activities is designed for presentation during a sequence of five class days. The lessons are intended to emphasize the need for energy conservation by everyone. Seventh grade students will be taught methods for acquainting others of the nature of the energy situation and methods of making their homes more energy efficient. A list of sources for free or inexpensive materials is provided in addition to the lessons. (RE)

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MY VERY OWN CONTRACT ABOUT THE ENERGY CRISIS

by LaVora Williams

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Prepared for the 1978 Faculty Development Workshop, Mississippi Energy Extension Center and Golden Triangle Regional Educational Service Agency cooperating

SE 028 153

This teaching unit was prepared with the support of the U.S. Department of Energy (DOE), Grant No. EU-78-G-05-5873. However, any opinions, findings, conclusions, or recommendations expressed herein are those of the author, and do not necessarily reflect the views of DOE.

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"My Very Own Contract About the Energy Crisis"

RATIONALE:

The unit will emphasize the energy crisis and the need for energy conservation by everyone. The students will develop ways to acquaint fellow students, teachers, and other adults of this need and of ways in which they can make their homes more energy efficient.

SUGGESTED SUBJECT AREA:

Science - 7th grade; however, this unit would also be appropriate for social studies and language arts.

DESCRIPTION OF STUDENTS:

Average and above average achievers.

GOAL:

Students will develop personal goals in regard to domestic energy use and devise a "Contract Commitment" about the energy crisis.

PREREQUISITE SKILLS NEEDED:

Students must be able to read on 7th grade level.

Students must be able to spell and look up words in a dictionary.

Students must be able to use reference materials.

Students must be able to write a story.

Students must be able to write a letter.

Students need to have had instruction in basic concepts about energy.

OBJECTIVES:

The 7th grade student will demonstrate awareness of need for energy conservation and of energy consumption through a variety of activities.

The 7th grade student will be able to identify and use vocabulary words related to the energy crisis.

The 7th grade student will be able to write a story on some aspect of the energy crisis.

The 7th grade student will make an oral presentation on the energy crisis to the class.

The 7th grade student will be able to list electrical, gas, and oil energy uses in his/her home.

The 7th grade student will be able to name local sources of energy, the heaviest users and peak usage periods.

The student will be able to write a business letter which offers energy conservation ideas to a government official.

INTRODUCTORY CONTENT:

It is essential for students to learn ways in which consumers can reduce the rate of depletion for conventional energy resources. An efficient way for this to be accomplished is for the student to evaluate his/her responsibility and devise areas of personal commitment to energy conservation.

During the first week of instruction, the poster, "My Very Own Contract About the Energy Crisis" provides the instrument for presenting instruction and methods by which the student can best meet his/her goals.

Energy conservation education in a seventh grade science class is effective when designed to be an "on-going" project. The activities described above are not only designed as a "Unit on Energy," which they do constitute; but to be "open-ended" situations providing an opportunity for independent study.

INSTRUCTIONAL PLAN

DAY 1

"My Very Own Contract About the Energy Crisis"

Purpose:

To construct "My Very Own Contract About the Energy Crisis."

Activities:

1. Teacher will distribute or post copies of "My Very Own Contract About the Energy Crisis" similar to attached copy.

2. Teacher will lead the students in discovering opportunities available in the contract. Use the contract as a starting point. Introduce other energy-saving ideas as you discuss the contract.

3. Students will prepare individual copies on white shelf paper, making changes applicable to personal situations. You may want students to prepare a booklet instead. If so, decide in advance what you want the students to include, for example: contract requirements, signature of student, teacher, and witness (another student), contract activities, completion dates, etc.

4. Select a bulletin board committee. Ask students to plan and present a bulletin board.

5. Students will start their home survey. Explain how a home survey helps to identify ways to conserve energy. Give a few examples, such as: turn off unused lights, turn the thermostat down (or up).

6. Discuss the role petroleum plays in our lives. Explain how petroleum is used to make many products. Ask students to briefly discuss samples of petroleum products which could be contributed to a display table. Designate a display table or area.

DAY 2

Purpose:

To pledge energy commitments and sign "Energy Contract."

Activities:

1. Students will sign and witness contracts.
2. Students will submit story titles. Length and style of stories will be discussed.
3. Students will place articles and pictures about the energy crisis on the bulletin board.
4. Teacher should start a brain-storming session on spelling and vocabulary lists of energy-related words.
5. Students will show "petroleum products" and then place them on the display table.
6. Students will briefly discuss local sources of energy and begin survey to determine heaviest users and peak usage periods. Explain the terms "heaviest users" and "peak usage".

DAY 3

Purpose:

The "Energy Contract" opportunities will be investigated.

Activities:

1. Students will add school conservation commitments to "contract."
2. Students will choose two topics from informational list to research. Ask them to prepare short verbal reports. The teacher may want to get materials on these topics in advance. See A Teacher's Guide to Free and Inexpensive Materials on Energy (available from the Mississippi Energy Extension Center) for ideas.
3. Students will contribute samples of things made from petroleum to display table.
4. Students will add spelling and vocabulary words to energy-related word list.

5. Students will add stories and pictures to bulletin board.

6. Energy conservation slogans and poster designs will be discussed.

7. Students will present their energy stories.

DAY 4

Purpose:

Students will continue to fulfill "Energy Contract".

Activities:

1. Students will present energy stories.

2. Students will contribute petroleum products to display table.

3. Students will give short verbal reports on various energy topics.

4. Students will be asked to add articles or pictures to class bulletin board.

5. Students will write letters to governmental officials. The teacher will collect the letters and mail them.

DAY 5

Purpose:

The "Energy Contract" pledges will be fulfilled.

Activities:

Students will complete work on "Energy Contract" commitments.

EVALUATION:

Evaluation of the student's activities should be based on what activities are required of him or her in the energy contract. The student's work should be evaluated as the opportunities presented by the energy contract are met. Before the unit is begun, the teacher must decide which activities are required and how well they should be done. Activities for evaluation in this unit include:

1. Writing a story about some aspect of the energy problem and presenting it to the class.

2. Conducting a home survey.

3. Writing a letter to a governmental official.

4. Designing a poster or a slogan.

5. Identifying, researching, and using a vocabulary or spelling list on energy.

6. Presenting an oral report on an energy topic.

7. Making a list of local energy sources and naming the heaviest users and peak usage time.

8. Contributing to the bulletin board and/or peak usage time table.

Available Resources - Free and Inexpensive Materials

A Teacher's Guide to Free and Inexpensive Materials on Energy
Available from
Mississippi Energy Extension Center
P. O. Box 5406
Mississippi State, MS 39762

Energy Conservation - Activities for the Classroom K-12
Kentucky Department of Education
Frankfort, KN

Energy Conservation in the Home
U. S. Department of Energy
University of Tennessee Environment Center
Knoxville, TN

My Very Own Contract About the Energy Crisis

This contract (when signed) represents an official and legal written document stating your efforts to HELP during the energy crisis. Carefully examine the material on this paper. Think about the ideas. Check the items you wish to undertake. Then bring your contract to me, to be signed. A witness must accompany you.

"... ask not what your country can do for you but what you can do for your country."

JOHN F. KENNEDY

_____ Teacher
Signed

I _____ Will:
print name

☐ Cross Bulletin Board: Contribute Several interesting articles and pictures about the ENERGY Crisis.

☐ Discover local sources of Energy

☐ write a story → The Day the World Had No Electricity

☐ Eat a Cold Meal tonight or skip a Hot Bath Today

☐ _____ your choice

☐ car pools - a great way to meet people and make friends

☐ Make a survey of your home. List everything that uses electricity, gas or oil. Do those things your grandparents did not have. Choose several which members of your family will agree the use of which to limit and write below - who - what and how this conservation can be planned.

Who	What	How Planned

☐ Encourage people to conserve Energy. Invent a slogan and Design A Poster. This Poster Should BE one of your Best Efforts ... Because it will HANG IN THE HALL TO REMIND ALL WHO PASS THAT WAY

TO CONSERVE ENERGY!

☐ MAKE your own spelling and vocabulary list of words related to energy and the energy crisis.

1. 10.
2. 11.
3. 12.
4. 13.
5. 14.
6. 15.
7. —
8. —
9.

☐ Look up information on and read about (choose at least two)

- ☐ Solar Energy
- ☐ Natural Gas
- ☐ Fossil Fuels
- ☐ Petroleum producing areas of the world
- ☐ Coal - The mining and uses of .....
- ☐ Substitutes for Petroleum
- ☐ - - - - - - - - - -(your idea)
  - - - - - - - - - -

☐ 3

Ways I plan to conserve energy at school are:

1.

2.

3.

☐ Contribute samples of products made from Petroleum to the Display Table.

☐ Write a letter to ☐ the President ☐ your Senator ☐ your Congressman ☐ the Governor ☐ the Mayor. Express your concern. Offer suggestions on what the Nation, State, community or individual could do. Inform him of your class project. Staple a copy of your letter below ↓

Signed this _____ day of _____ 197 —.

_____ student

_____ teacher

_____ witness

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Produced and distributed in Mississippi by Mississippi Energy Extension Center, Extension Service of Mississippi State University, cooperating with U. S. Department of Agriculture. Published in furtherance of Acts of Congress, May 8 and June 30, 1914. W. M. Bost, Director.

(300-2-79)

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